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AUTHOR Charles, Richard F.
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ABSTRACT

This report analyzes enrollment figures at the Sunnyvale Center, one of the De Anza College Extended Campus satellite sites, from fall 1977 to spring 1978 in order to establish a course charting model that allows for historical consistency in examining course, instructor, and site success. In addition, the report reviews the operation and growth of the center; identifies some problems encountered since the center was established (the seniority system in faculty hiring, offering relevant curriculum based on community and student needs, and lack of administrative communication); presents course charting as a means of maintaining community credibility; and suggests ways to increase class size and enrollments. Statistical data from 1977-78 course offerings indicated many courses were continually offered under-enrolled while others with high enrollment were offered only occasionally. Art courses were not well received by students although offered in fall, winter, and spring (average enrollment was 11), while real estate offerings were well received although presented in fall and winter only (average enrollment was 32.4). Only two psychology courses were offered during the year, yet both had enrollments of 40 or more. Course enrollment data for each center offering during fall, winter, and spring quarters in the behavioral sciences, humanities, and science and math are included. (TR)

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IMPROVEMENT OF CURRICULAR OFFERINGS AT THE SATELLITE CENTER BY CHARTING

by

Richard F. Charles

De Anza College

JC 780 399

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INTRODUCTION

As a result of Proposition 13 greater care and scrutiny must be made in offering courses off campus. Those courses that show a history of low enrollment need to be analyzed as to their relevance and viability. A case can and must be made for courses that represent: (1) special community or individual needs, (2) immature or new programming, (3) special needs for individualized instruction, and (4) those programs geared for minority/ethnic or elderly groups.

Within the present constrictions of limited resources and declining young student enrollment much can still be accomplished, by management research, to make quality education available. In REPORT 1 - De Anza College Extended Campus 1976-1977, school sites at De Anza College were analyzed as to their productivity. Certain assumptions were made about (1) class size, (2) rates of success, and enrollment data comparisons between the variables of the offerings and the sites that housed them.

The assumptions upon which this type of research is based are: (1) a belief that proactive leadership looks for ways to solve problems before they actually happen, (2) education, while the highest of virtues, is still a business, (3) the community college has a mission to provide not only transfer strengths for the student, but life enrichment, vocational enrichment and community services as well; and finally, (4) public administrative stewardship of funds requires a constant analysis of means (financial) and ends (community needs).

The real responsibility of meaningful community college management should balance between the public trust on one hand and the community mission of the college on the other. While difficult to maintain, fidelity to this management model is crucial.

The major thrust of this present report will be to analyze the enrollment figures at the Sunnyvale Center from Fall 1977 to Spring 1978. This information will provide data of use in making conclusions about (1) courses that do not yield a high WSCH (weekly student contact hours), (2) information about trends developing in enrollments for specific courses or curriculums, and (3) information about which courses or programs that seem under or over enrolled.

THE SUNNYVALE CENTER OPERATION

The Sunnyvale Center was established by De Anza College to serve the Sunnyvale area. The courses and programs offered are varied and attempt to meet the expressed needs of the area residents. At the present, curriculum is arrived at through a number of ways: (1) scheduling by the various main campus based departments and segments, (2) responses to community interests and requests, and (3) input from the Extended Campus staff.

The Sunnyvale Center has grown since its inception from just over 2500 WSCH in Winter 1976 to 6,322 in Winter 1978. This growth is expected to increase due to (1) increased acceptance of programming, (2) increased awareness and familiarity, and (3) the increased instructional potential of the facility itself resulting from the consolidation of support and administrative areas into classrooms.

As a result of Proposition 13 many students who had previously utilized other community agencies for their education, enrichment and support will be coming to the Sunnyvale Center. The Center has a history of providing instruction in re-entry, re-training and non-traditional areas, as well as in providing preparation for traditional transfer students.

The Center houses a number of important support services for the students. The Learning Center is a one room mini-library and resource component. It has a ditto machine, Xerox copier, reference materials, microfiche printer-reader and other audio-visual supplies for student and instructor use. The Tutorial Center is housed next to the Learning Center and provides free tutoring during evening and day hours. A student who wants extra help with his studies can receive ½ to 1½ units of college credit per quarter for being tutored. Special care is taken to provide tutors that can speak Chinese and Spanish. The Student Service component has recently been moved into the administration office to provide for greater access to enrolling students and to maintain better contact with the students as they move through the office. Students are serviced in the following areas: placement, financial aid, veteran's affairs, multicultural, career/life planning, work experience, community fieldwork, and testing.

The Bilingual Center offers a program designed to extend educational opportunities to the bilingual and limited speaking members of the Sunnyvale community. As the program has grown, other non-district residents have begun to seek inter-district agreements to attend. Of primary importance are those services which aim at modifying the current De Anza College courses to better meet the needs of those students seeking a bilingual education.

While small (eleven rooms; eight instructional sites), the Center has available eight acres for outside instruction and room for growth. At the present time the major problems of the Center are (1) lack of adequate evening parking, (2) large multi-purpose, stage facility, (3) craft and specialty rooms, and (4) student comfort areas.

In the last year much has been done to reduce the sterile atmosphere and elementary school nature of the site. Rooms five and six have been carpeted and placed at the disposal of instructional staff and students as classroom facilities. The administrative lounge area has been carpeted and altered to

meet the needs of students as a conference center and small classroom. The addition of this conference room has provided the community with a site to hold special seminars and short courses.

Future plans for the Center include (1) continued improvements in the comfort and upgrading of the Campus Center, (2) securing of additional evening parking, (3) addition of black-out drapes for rooms 2,3,4,5,6 and 10, and (4) the addition of a kiosk for the dissemination of information. Basically, the satellite concept does not include an attempt at on-campus duplication as a goal. Physical improvements to site are not geared toward a copying of on-campus programs. Hopefully, Center projects will allow for a greater and increased servicibility without a tremendous increase in expended resources.

PROBLEMS

The selection of appropriate curriculum to meet the educational and life needs of the Sunnyvale community is a difficult problem. The generation of courses is an interesting process and one that deserves constant evaluation. The natural tendencies of institutions are toward growth based on self interest. The constant battle between self-seeking ends and means challenge management to continually renovate curriculum that meets community needs within the pragmatics of institutional laws and procedures.

The Sunnyvale Center used 6 instructors on full-time contracts and fifty-five part-timers to complete Winter 1978 instruction. These instructors were covered by the Contractual Agreement 1977[1] which allows for seniority rights on behalf of part-time instructors.

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[1]Contractual Agreement, Agreement Between the Faculty Association and the Board of Trustees Foothill-De Anza Community College District, November 23, 1977.

ARTICLE IX PART-TIME FACULTY

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Part-time faculty shall build divisional seniority rights in a college. These seniority rights shall only apply to the subject matter which the part-timer faculty member has been employed to instruct.[2]

The problem with this seniority system is that quite often instructional planning over-emphasizes instructors' contractual rights at the expense of relevant curriculum. Article IX of the Contract[3] fortifies the instructor based thrust of curriculum planning by: (1) Article IX, 1. - allowing part-timers access to seniority following only three quarters of satisfactory instruction, (2) Article IX, 2 - allowing part-timers with seniority the right to claim a second assignment, if available.

A second problem in offering relevant curriculum based upon community and student need is that of the college curriculum itself. Students and community have a difficult time deciphering between delivery systems and programs. A case in point is that of the women's education and re-entry programs offered by the College. For the women student who is either entering the world of work or school for the first time tremendous confusion can arise from the duplication of services. Both (REP) and (WIT) seem to have similar goals and objectives. According to the De Anza College Catalog 1978-79, both are involved in easing the fears that are associated with educational endeavors[4] and helping to ease the transition into general campus life[5].

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[2]Ibid., p. 4.

[3]Ibid.

[4]De Anza College Catalog 1978-79, p. 26.

[5]Ibid., p. 27.

A third problem in developing relevant community based curriculum results from a lack of administrative communication. While off-campus administration comes in contact daily with the problems of community need, most of the scheduling, instructor recruitment and training, and curricular re-appraisal is accomplished by instructional segments based on campus. The priorities for these decision making processes are usually established consonant with full-time faculty needs such as (1) load, (2) educational background of tenured instructors, and (3) availability.

While off-campus management makes suggestions and proffers alternatives, the real decision making process takes place in-house at the division or segment level. The centralization of continuing education services has shifted the role of accountability from off-campus administration to campus based management.

ANALYSIS OF FALL, WINTER AND SPRING

In reviewing the statistical data for Fall, Winter and Spring 1978 course offerings at the Sunnyvale Center, it becomes obvious that many courses are continuing to be offered under-enrolled while others with high enrollment are used only sparingly. It also becomes evident that some courses are not well received by students off-campus.

In the area of Art, no course offered Winter or Fall Quarters was successful in securing students. Art 1A had only 11 students in the Fall and 12 students in the Spring by second apportionment[6]. Art 4B was similarly unsuccessful in the Winter with 10 students and 12 students in the Spring. It is obvious from these statistics that Art 4A and Art 1A are not well received by the student.

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[6]The second apportionment period provides a "tougher" look a student enrollments than either the first apportionment period or pre-enrollment figures.

It is obvious from the data at hand that Real Estate offerings are well received. Five Real Estate courses were offered at the Sunnyvale Center Fall and Winter Quarters, and an average enrollment for the classes was 32.4. It is interesting to note that no courses in Real Estate were offered during the Spring.

Only two courses in Psychology were offered at the Sunnyvale Center during the 1977-78 school year. Psychology 1 had 40 students by the second apportionment period in Spring and Psychology 60 had 42 students by the same period. The question here seems to be, why so few courses in this area? Comparing Psychology with Spanish, it becomes evident that some other reason besides student acceptance of curriculum is in operation.

COURSE CHARTING AS A BUSINESS PROCESS

Colleges cannot afford to under-offer successful curriculum, while, at the same time they over-offer unsuccessful classes. The importance of developing course charting as a business process will eventually have a tremendous impact on the economic survivability and community credibility of the institution. The public support for schools has waned as less care has been taken by management to provide accountable procedures.

Course charting allows for historical consistancy in charting (1) success of the course, (2) success of the instructor, and (3) success of either or both at a particular site. Low enrollments for one or two quarters should be tolerated to provide both the instructor and the course the opportunity to build a reputation. However, care should be exercised that neither the instructor nor the course offering become institutionalized in the process if instruction or curriculum is unsound.

SUGGESTIONS FOR IMPROVING CLASS SIZE AND ENROLLMENTS

Space is limited and curriculum must be chosen with care. Classes that have to be canceled result in non-productive time slots during the entire quarter. While a percentage of low-enrolled courses, for ESL, some Bilingual offerings, and seed courses and programs[7] must be maintained for institutional integrity, care should be taken to offer those courses that most adequately recruit large community student enrollments.

The continued offering of courses with low enrollments is detrimental to Center credibility. Community members have come to realize that state apportionment and income to the college is dependent upon recruitment success and class size.

To allow for a more normalized and on-going recruitment of students:

1. Low enrolled courses should be kept as part of a series and not offered as single items each quarter in succession.
2. Course offerings should be determined first by community needs and second by instructor availability. All instruction can ultimately be staffed through recruitment. Many instructors, full-time and part-time, are without work and seeking employment. Students should be getting the kind of instruction that they need, not only what is available to them.
3. As charting will indicate, courses such as Psychology 60 should be offered until the need dissipates.
4. Community needs assessments should be on-going and annual. They should provide the institution with a statistical base for curriculum development.
5. Class size and enrollment charting should provide a data base in the development of course offerings off-campus.

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[7]Seed courses and programs are best viewed as those germinal innovations in curriculum that require further patience on the part of institutional staff.

6. In the event that cuts in program become necessary, class size and enrollment data should be used by management in determining offerings.
7. The three elements of curricular offering, instructor and site should be analyzed together and separately realizing that each is a critical element in the attraction and retention of students.

THE INSTRUMENT AS AN AID

At De Anza College, with the aid of the computer, charting can be carried over each quarter. Care should be taken to build a program that will include both the historical tendencies in course offerings and the charting of such variables as site, instructor, and frequency. Proper charting will make decision making more scientific and consistant with the realities of past history.

At a satellite, such as the Sunnyvale Center, where the maximum offerings per quarter will never exceed two-hundred, all charting can easily be done by hand. Each quarter the classes, instructors and classrooms can form part of a programmed matrix. Following the second apportionment period, class sizes for all courses can be registered in the matrix. After a substantial period has passed, a number of different statistical analyses can be made. Three quarters of offerings can quite often yield very informative and helpful data on: (1) instructors that yield large or small class size, (2) rooms that inhibit large class size, and (3) curriculum that is not drawing. It is also possible from this information to view the time of year that is required for various offerings.

School Year 1977-78 Behavioral Sciences

	Fall	Winter	Spring
Accounting 1A		14	
Accounting 1C	11		
Accounting 67		41	27
Anthropology	20		
Business 52	14		
Business 56	30		
Business 84	12		
Business 87	18		
Business 95A		24	25
Business 97		20	
Business 97x		15	20
Bsuiness 97y		24	
History 17A		14	
In Aid 51			23
In Aid 53		26	
In Aid 90	22		
In Aid 66A	6		
Limgt. 81D			19
Limgt. 82B	26	19	
Limgt. 84D	24	19	
Limgt. 86	21	30	24
Limgt. 86	97		
Limgt. 88	63		
Off Pr. 70A	19	24	16
Off Pr. 70B		15	
Off Pr. 100A		18	
Off Pro 101	16	33	15
Off Pro 101	14		
Philosophy 27A		35	
P.E. 23G			25
P.E. 12	20	15	23
P.E. 16A		22	
P.E. 16A		22	23
P.E. 16A			37
P.E. 21		21	
P.E. 22		37	27
P.E. 22	21	32	36
P.E. 22			26
P.E. 23T	25		
P.E. 31			32
P.E. 33A	43		
P.E. 60	17	16	17
P.E. 60	16	20	24
P.E. 66A	8		
P.E. 83	29		31

BEHAVIORAL SCIENCE (con't)

	Fall	Winter	Spring
Psychology 1			40
Psychology 60	42		
Real Estate 50	25	10	
Real Estate 51	34	37	
Real Estate 53		56	
Volunteer Mgt. 51		17	
Volunteer Mgt 50	15		
Volunteer Mgt. 50C	41		
Volunteer Mgt. 50D	17	27	
Volunteer Mgt. 51B	1	20	
Volunteer Mgt. 51F		26	
Community 70			2
Volunteer Mgt. 54	23		
Transportation 61	18		
Sociology 20	13		

School Year 1977-78 HUMANITIES

	FALL	WINTER	SPRING
Art 1A		11	12
Art 4A		10	12
Art 4B			6
Cantonese 2		12	
Cantonese 3			9
Chicano 5		15	
Chicano 7			14
Dance 23 G			17
Dance 23 G			28
English 1A	24		
English 24		12	
English 23			20
English 25	15		
English 26A	13	9	
English 26B		27	19
English 28	17		
English 100A			17
Film 39	18		
Film 40		14	
Film 43		15	
German 100A		15	
Independent St.	18	3	4
Language Arts 56Y	11	9	7
Language Arts 57	14		
Media 39	2		
Media 40			2
Media 43		4	
Reading 201 ABC	28	24	24
Reading 201 ABC	25	15	26
Reading 201 ABC			
Spanish 1	15		12
Spanish 1	25	21	16
Spanish 1	25		
Spanish 2	25	18	12
Spanish 2	20	21	
Spanish 3		13	18
Spanish 13C			14
Spanish 51			10
Spanish 100A			
Speech 1A		17	
Speech 16		31	

SCHOOL YEAR 1977-78 SCIENCE AND MATH

	Fall	WINTER	SPRING
Home Economics 302A	22	13	35
Home Economics 302B	21	27	29
Math 200	21	31	
Nursery School 61		16	
Nursery School 61		15	
Nursery School 61		14	12
Nursery School 62		16	17
Nursery School 62			15
Nursery School 62			12
Nursery School 62x			14
Nursery School 62x			15
Nursery School 62x			9
Nursery School 63	11		
Nursery School 63	13		
Nursery School 63x	11		
Nursery School 63x	11		
Nursing 308		20	
Nursing 316			18

STUDENT SERVICES 1977-78

	Fall	Winter	Spring
Human 51		27	
Guidance 96	34		
Guidance 99	17	15	
Guidance 99	15	20	30
Guidance 99		2	
Guidance 100		106	164
Skills		31	26

COURSE RETENTION RECORD

QUARTER Fall YEAR 1978 SUNNYVALE CENTER

INSTRUCTOR/TITLE	PRE-ENROLLMENT	1ST MEETING	1ST APPORTIONMENT	2ND APPORTIONMENT
Acctg. 67/ Yurus				
Art 1A/ Shellhamer				
Art 4A/ Rindfleisch				
Art 4B/ Rindfleisch				
BSS 70A /Sane				
BSS 70A/ Underwood				
BSS 101/ Nelson				
Bus 18/ Russell				
Bus 87/ Anton				
Bus 95A/ Bergen				
Bus 95A/ Rothstein				
Car 1/ Goddard				
Com Ed 30				
English 25				
English 28/ Warsowe				
English 100B/ Schenone				
ESL 3/ Chan B				
ESL 101/ Shain 2 & 3				
ESL 101/ Upson 102-103				
ESL 101/ M/Torres 102-103				
Fam Day Care 61				
Fam Day Care 61				
Fam Day Care 61				
Fam Day Care 61				
F. . 39/ Tavernetti				
Guid. 50				
Guid 50				
Hist. 10/ Grasser				

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